U.S. Department of Education
Race to the Top Assessment Program

Orientation

August 2, 2010

Overview

- Introductions
- Schedule
- Panel Discussion Process
- Common FAQs on Priorities and Criteria
- Finalizing Scores and Comments
- Roles and Responsibilities
- Contacts

Introductions

Competition Manager:

Meredith Farace, *Office of Elementary and Secondary Education*

Panel Monitors:

- Deborah Spitz, *Office of Elementary and Secondary Education*
- Jessica McKinney, *Office of Elementary and Secondary Education*

Introductions, cont.

Competition Support Team:

- Jim Butler, *Office of Elementary and Secondary Education*
- Beth Caron, *Office of Elementary and Secondary Education*
- Sharon Hall*, Office of Elementary and Secondary Education*
- Jane Hess, *Office of the General Counsel*
- Rachel Peternith, *Office of the General Counsel*
- Sue Rigney*, Office of Elementary and Secondary Education*
- Ann Whalen, *Office of the Secretary*
- Judy Wurtzel, *Office of Planning, Evaluation, and Policy Development*
- Kathryn Young, *Office of Elementary and Secondary Education*

Schedule

Race to the Top Assessment Competition Calendar

Panel Discussion Schedule

Monday	Tuesday	Wednesday	Thursday
8:30am Orientation	8:30-12:00 PARCC Discussion	8:30-12:00 SCBES Discussion	8:00-12:00 •Once TRFs are in "Completed" status, reviewers check-out with Miko staff, return review materials and depart
9:30-1:00 SMARTER Balanced Discussion	12:00-1:00 Lunch	12:00-1:00 Lunch	
1:00 – 2:00 Lunch	1:00-5:00 PARCC Finalize TRF	1:00-5:00 SCBES Finalize TRFs	
2:00 – 6:00 SMARTER Balanced Finalize TRF			

Panel Discussion Process

Documents for Panel Discussion

Panel Monitors will provide:

- A copy of your most recent scores and comments for the applicant being discussed

- Chart showing scores awarded by reviewers for each applicant

Reviewers should bring:

- Application being discussed (do not bring other applications to the discussion room)

- Resources provided at June 30 training (which includes the Notice Inviting Applications (NIA), FAQs, Application packages, and Technical Review Forms for reference)

Reviewer Score Charts
(available for each panel discussion)

Race to the Top
Comprehensive Assessment Systems
Panel Review by Applicant
For Smarter Balanced

Selection Criteria	Available	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9			
Status		Submitted	Submitted	Submitted	Submitted	Submitted	Submitted	Submitted	Submitted	Submitted	SD	Mean	CoV
(A)(1) Consortium Governance	20	15	10	16	10	13	16	16	17	14	2.6	14.18	0.18
(A)(2) Theory of Action	5	4	4	3	2	4	2	3	4	4	1.19	3.27	0.36
(A)(3) Assessment System Design	55	45	50	38	42	43	42	45	35	30	8.37	39.36	0.21
(A)(4) Assessment System Development	35	26	31	25	19	30	30	24	28	23	6.09	24.91	0.24
(A)(5) Research and Evaluation	30	22	20	30	21	30	20	30	20	15	5.18	22.73	0.23

Panel Discussions

Panel Discussion – 3.5 hours

- Important to begin and end panel discussions as scheduled (unless less time is needed)
- Discussions on different applications may vary in length
- A panel monitor or other Department of Education staff must be present during discussions

Panel Discussions (cont.)

- Panel monitors will guide you through the application in the order that information is presented in the application (Section (A)(1), (A)(2), (A)(3) etc.)

- Some sections may be discussed in greater detail than others

- Panel monitors will provide information on areas in which reviewers differed in preliminary scoring

- Come prepared with questions/issues for discussion

- Goal of discussion is NOT to reach consensus but to provide an opportunity to discuss areas in which reviewers differ

Panel Discussions (cont.)

- Use information provided in the application when discussing and justifying scores
- Evaluate each application individually against the criteria; reviewers should not compare applications
- Do not discuss other applications
- Be flexible
- Reviewers will have the opportunity to revise scores and comments immediately following the discussion

Common FAQs on Priorities and Criteria

Category A: Competitive Preference Priority
Collaboration and Alignment with Higher Education

Goal: Promote collaboration and alignment between member States' public K-12 systems and their public IHEs

- Applicant must provide, for each IHE or IHE system, a letter of intent that—
    a) Commits the IHE or IHE system to participate with the consortium in the design and development of the consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness;
    b) Commits the IHE or IHE system to implement policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the consortium-adopted achievement standard (as defined) for each assessment and any other placement requirement established by the IHE or IHE system;
    c) Indicates the total number of direct matriculation students (as defined) in the partner IHE or IHE system in the 2008-2009 school year; and
    d) Is signed by the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system.

Category A: Competitive Preference Priority (cont.)
Collaboration and Alignment with Higher Education

- Up to 20 points can be awarded based on:
  - Strength of commitment demonstrated in the letters of intent; and
  - Percentage of direct matriculation students served by the public IHEs in the member States who are direct matriculation students in the partner IHEs or IHE systems.
- To receive full points, letters of intent must:
  - Demonstrate strong commitment from each partner IHE or IHE system; and
  - Represent at least 30% of direct matriculation students in public IHEs across the consortium as a whole;
- No points can be awarded for the priority if letters of intent:
  - Represent fewer than 10% of direct matriculation students in public IHEs in member States.

See FAQ D-18

Category B: Competitive Preference Priority 1
Focus on Preparing Students for Study in STEM-Related Fields

- **Goal:** Develop, with input from one or more four-year degree-granting IHEs, assessments for high school courses that comprise a rigorous course of study that is designed to prepare high school students for postsecondary study and careers in the STEM fields, including technology and engineering. Any such course of study may include cross-cutting or interdisciplinary STEM courses (e.g., computer science, information technology, bioengineering) and be designed to address the needs of underrepresented groups.

Category B: Competitive Preference Priority 1
Focus on Preparing Students for Study in STEM-Related Fields

- Applicant must address the priority throughout the application narrative, and must provide a separate plan that describes—

  a) The courses for which assessments will be developed[*];

  b) How the courses comprise a rigorous course of study that is designed to prepare high school students for postsecondary study and careers in the STEM fields; and

  c) How input from one or more four-year degree-granting IHEs will be obtained in developing assessments for the courses.

- You will award zero or 10 points to applicants that meet this priority ("all or nothing")

Category B: Competitive Preference Priority 2
Focus on Career Readiness and Placement

- **Goal:** Develop, with relevant business community participation and support, assessments for high school courses that comprise a rigorous course of study in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment.

Category B: Competitive Preference Priority 2
Focus on Career Readiness and Placement

- Applicant must address the priority throughout the application narrative, and must provide a separate plan that describes—

  a) The courses for which assessments will be developed*;

  b) How the courses comprise a rigorous course of study in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment; and

  c) How relevant business community participation and support will be obtained in developing assessments for the courses.

- You will award zero or 10 points to applicants that meet this priority ("all or nothing")

Pause for Q&A

Finalizing Scores and Comments

Finalizing Scores and Comments

- After discussion, reviewers will work independently to revise scores and comments

- Make revisions to scores and comments only where you feel it is appropriate (again - the process is not meant to gain consensus)

- Computers and printers available in your discussion room

- Panel monitors and competition support team are available

Finalizing Scores and Comments (cont.)

Make sure your comments:

- Match your scores
- Evaluate the quality of the applicant's response and explain why you reached the conclusions you did; do not simply summarize the response
- Are professionally written (e.g. use complete sentences with proper grammar and spelling)
- Do not use the first person ("I think") or encourage applicants to do what you think they ought to ("the applicant should") except when you provide us with recommendations on the cooperative agreement

DON'T FORGET - press "SUBMIT" in the ARS when complete.

General Reminders – Scoring and Comments

- Make sure your scores and comments are consistent with what the criterion asks and what ED's reviewer guidance says

- Do not compare the application with other applications

- Your scores and comments should not reflect your personal views on the criteria or on the policies reflected in the criteria

TRF Submission Process

Race to the Top Assessment Program
Technical Review Form (TRF) Submission Process

Key Terms
ARS = Application Review System; used to submit reviewers' scores and comments electronically
TRF = Technical Review Form; electronic form printed from ARS with reviewers' scores, comments and signature page
Competition Support Team = ED staff providing support to panel monitors and completing a 2nd level review of TRFs
Message Board = Board to be used for leaving and retrieving messages during the review
BLUE Reviewer Drop Box = Box where reviewers must pick up TRFs; files are labeled with reviewers' names
PURPLE Panel Monitor Drop Box = Box where reviewers leave messages for panel monitors
Final Review Box = Box where reviewers drop off signed TRFs for final review by the Competition Support Team

TRF Submission Process (cont.)

Key Terms

- **ARS =** Application Review System; used to submit reviewers' scores and comments electronically
TRF = Technical Review Form; electronic form printed from ARS with reviewers' scores, comments and signature page
Competition Support Team = ED staff providing support to panel monitors and completing a 2nd level review of TRFs

- **Message Board =** Board to be used for leaving and retrieving messages during the review

- **BLUE Reviewer Drop Box =** Box where reviewers must pick up TRFs; files are labeled with reviewers' names

- **PURPLE Panel Monitor Drop Box =** Box where reviewers leave messages or revised TRFs for panel monitors

- **Final Review Box =** Box where reviewers drop off *signed* TRFs for 2nd Level Review

Reviewer Submits Scores and Comments

| Reviewer Enters Scores and Comments in ARS | → | Reviewer Presses "Submit For ED Review" | "Submitted" |

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

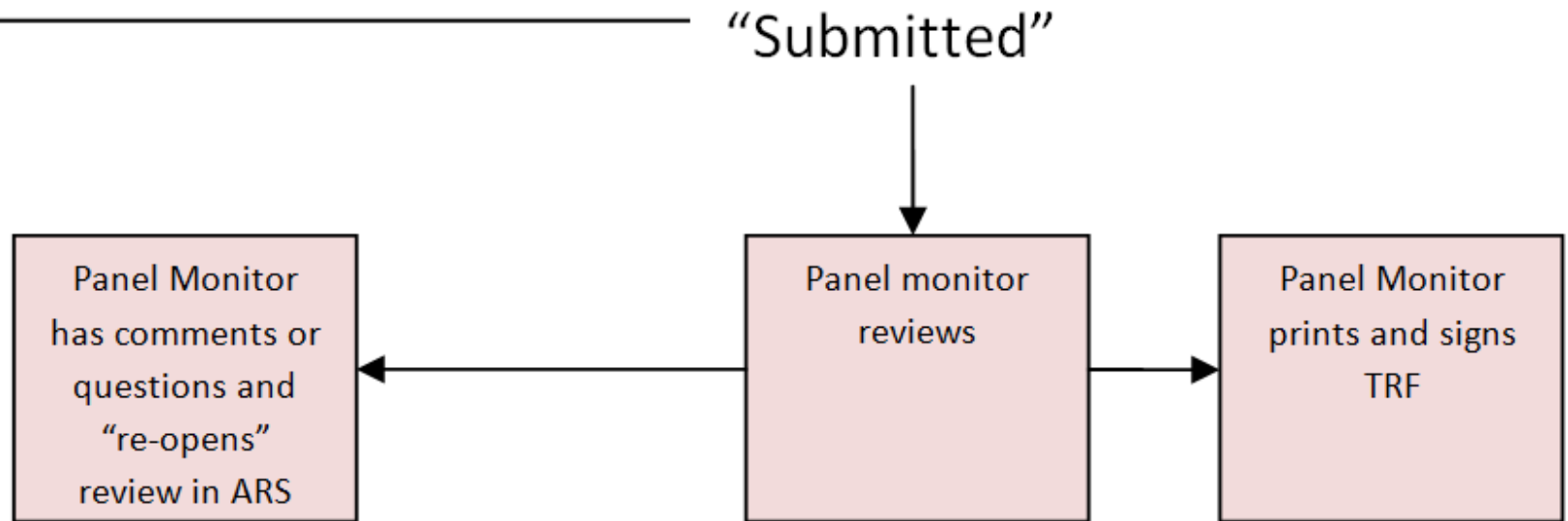A "checkmark" indicates the application meets this criteria.

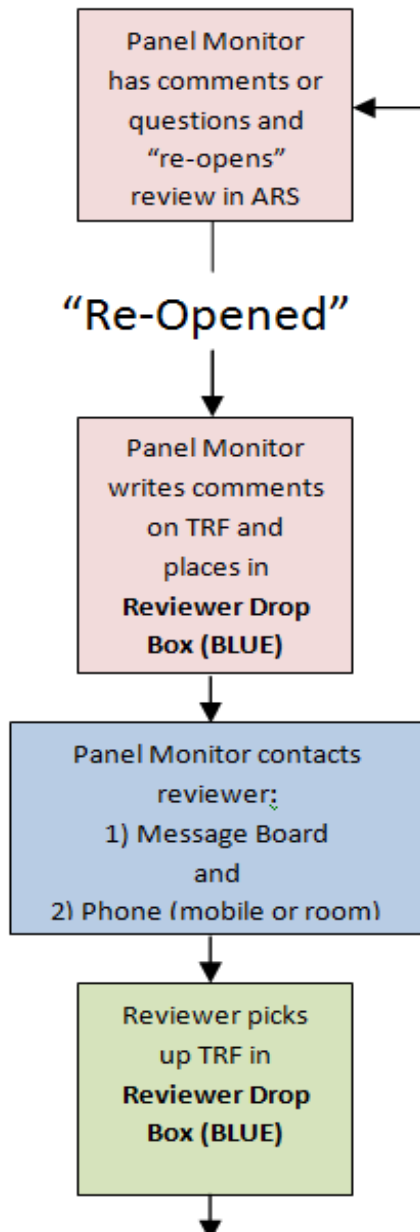(Submit for ED Review) (Back)

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Panel Monitor Reviews

"Submitted"

| Panel Monitor has comments or questions and "re-opens" review in ARS | ← | Panel monitor reviews | → | Panel Monitor prints and signs TRF |

Panel Monitor has Comments and "Re-Opens

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┌─────────────────┐
│  Panel Monitor  │ ◄──────────────────────
│ has comments or │
│  questions and  │
│   "re-opens"    │
│  review in ARS  │
└─────────────────┘
        │
   "Re-Opened"
        │
        ▼
┌─────────────────┐
│  Panel Monitor  │
│ writes comments │
│    on TRF and   │
│     places in   │
│  Reviewer Drop  │
│   Box (BLUE)    │
└─────────────────┘
        │
        ▼
┌─────────────────┐
│ Panel Monitor contacts │
│     reviewer:   │
│ 1) Message Board│
│      and        │
│ 2) Phone (mobile or room) │
└─────────────────┘
        │
        ▼
┌─────────────────┐
│ Reviewer picks  │
│   up TRF in     │
│  Reviewer Drop  │
│   Box (BLUE)    │
└─────────────────┘
        │
        ▼
```
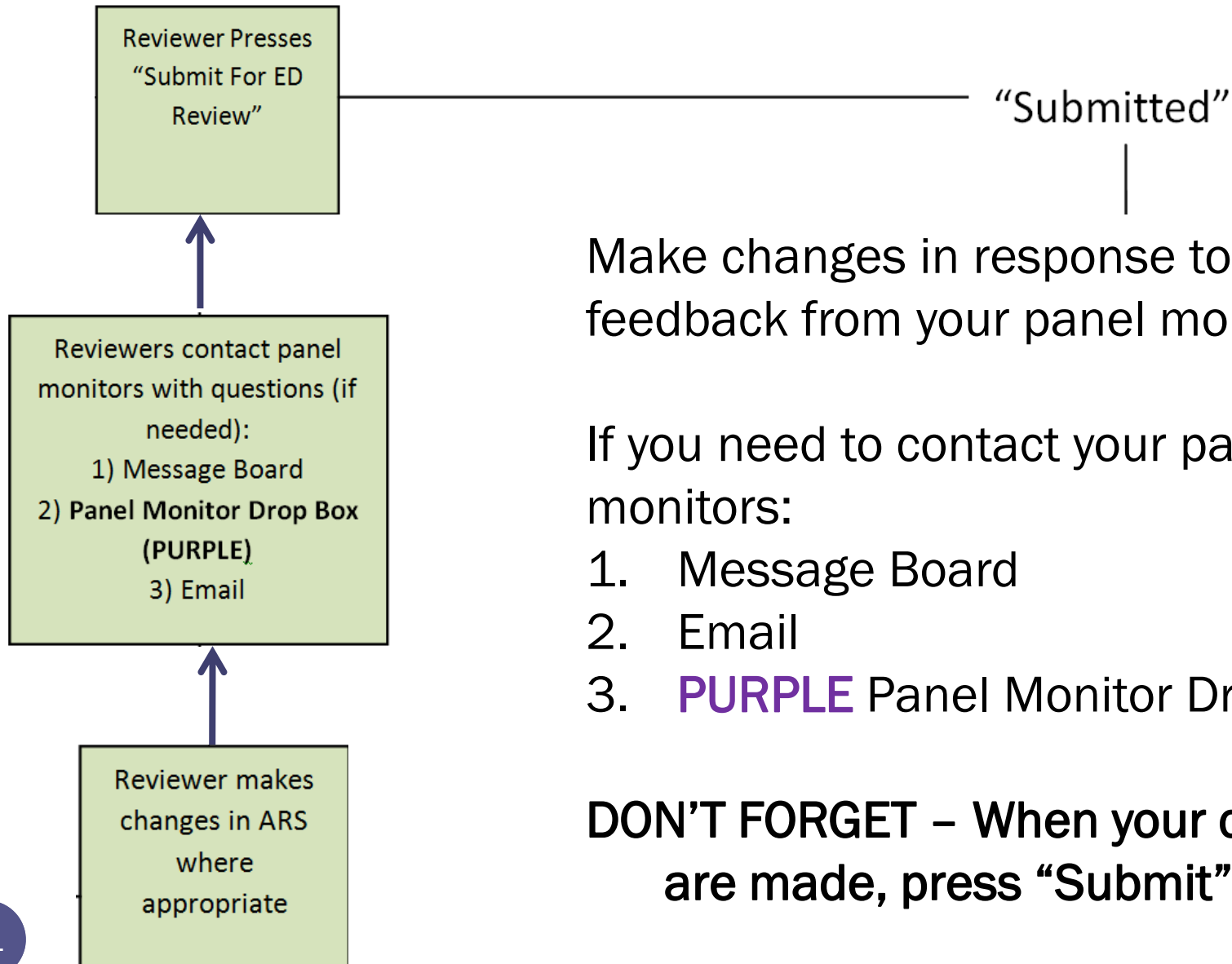
You will know a panel monitor has comments for you by:
1. "Re-Opened" in ARS
2. Phone
3. Message Board

Pick up comments in BLUE Reviewer Drop Box

Responding to ED Feedback

Reviewer Presses "Submit For ED Review" — "Submitted"

Reviewers contact panel monitors with questions (if needed):
1) Message Board
2) **Panel Monitor Drop Box (PURPLE)**
3) Email

Reviewer makes changes in ARS where appropriate

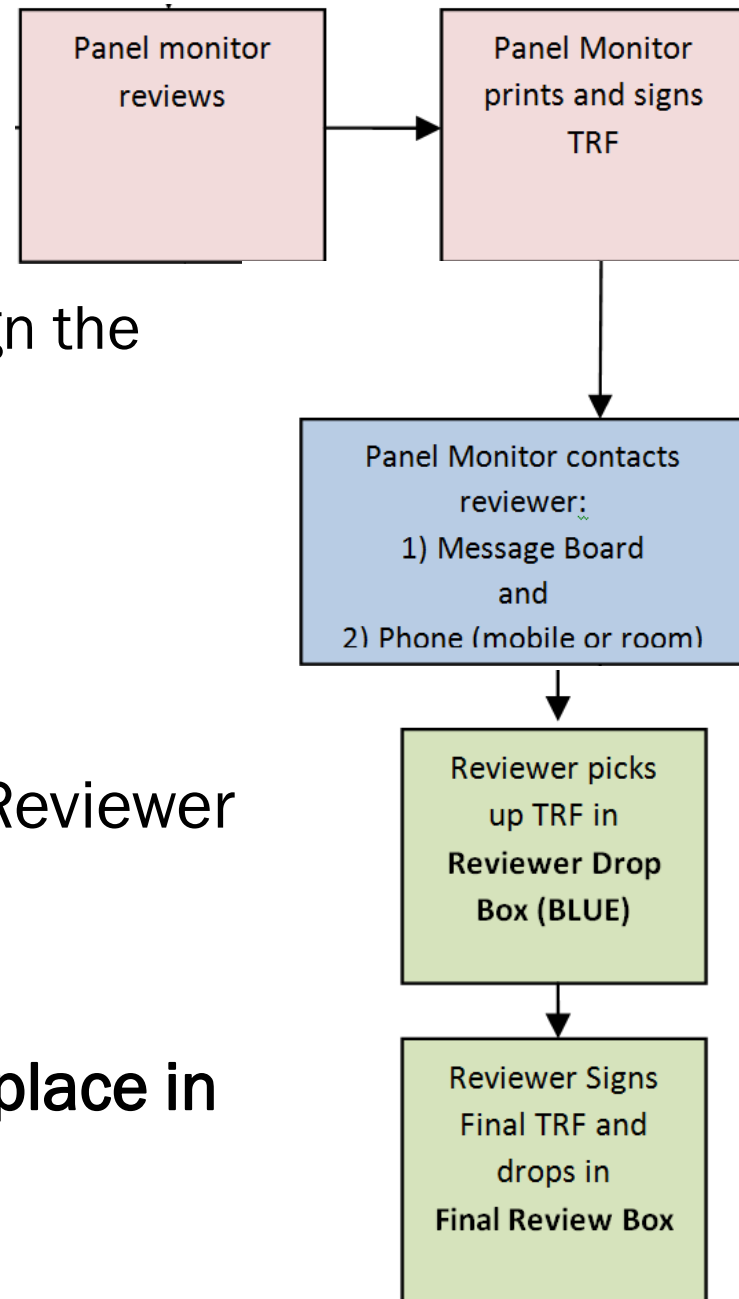Make changes in response to the feedback from your panel monitors.

If you need to contact your panel monitors:
1. Message Board
2. Email
3. PURPLE Panel Monitor Drop Box

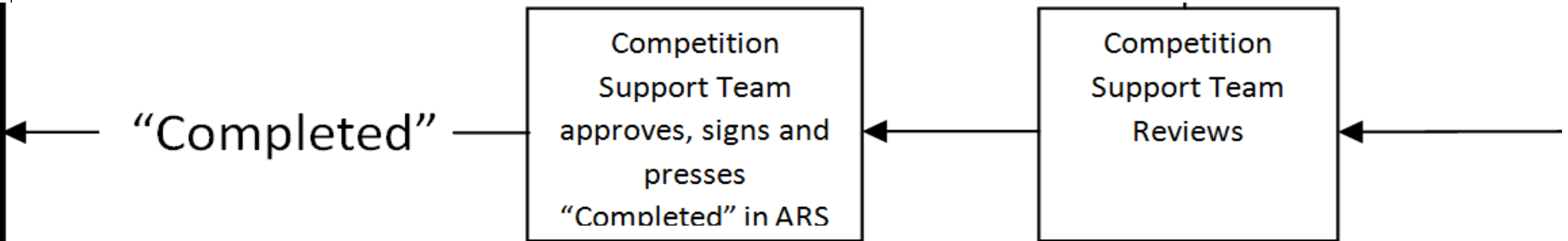DON'T FORGET – When your changes are made, press "Submit".

Finalizing your TRF

Panel Monitor will print and sign the TRF. Will contact you by:

1. Phone
2. Message Board

Pick up comments in BLUE Reviewer Drop Box

You MUST sign the TRF and place in Final Review Box.

Panel monitor reviews

Panel Monitor prints and signs TRF

Panel Monitor contacts reviewer:
1) Message Board and
2) Phone (mobile or room)

Reviewer picks up TRF in **Reviewer Drop Box (BLUE)**

Reviewer Signs Final TRF and drops in **Final Review Box**

"Completed" Reviews

All Reviews must be in "Completed" status prior to check-out.

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Reviewer Check-Out (Thursday)

8:00am - 12:00pm

- Check the ARS for the Status of your TRFs
- When all TRFs are in "Completed" status, you may check out with Miko
- Miko will collect ALL applications and any notes used during the review when you check out

NOTE: TRFs must be submitted for Final Review by 9:00am on Thursday morning.

Roles and Responsibilities

Roles and Responsibilities - Reviewers

In addition to the General Reviewer Guidelines in your Reviewer Agreement:

- Be on time

- Participate in all scheduled discussions, and keep an open mind in listening to your fellow panelists

- Make revisions to scores and comments by the end of each working day

- Consider feedback from ED staff

- Have all TRFs signed (reviewer and panel monitor) and submitted to the "Final Review" Box by 9:00am on Thursday morning

Roles and Responsibilities - Panel Monitors

- Facilitate Panel Discussions
  - Monitor timing of discussion
  - Ensure that all reviewers have the opportunity to discuss areas throughout the application
  - Panel Monitors will not provide input on the content of an application

- Review Scores and Comments
  - Review and bring to reviewers' attention inconsistencies between scoring and comments or the need for clarification in spelling, grammar, or sentence structure

- Review and Sign Technical Review Form

- Contact reviewers when TRFs are ready to be picked up

Roles and Responsibilities - Competition Support Team

- Provide oversight for the timing and structure of competition

- Respond to questions from Reviewers and Panel Monitors

- Assist Panel Monitors with panel discussions and review of TRFs, when needed

- Provide final check and signature of TRFs

Contacts - Miko Group

redacted

Contacts - Race to the Top Assessment Staff

Competition Manager:
Meredith Farace

redacted

Panel Monitors:

Deborah Spitz

Jessica McKinney

Other members of the Competition Support Team will be available on-site throughout the week

Thank you for your service and good luck this week!